

1954

## San Diego College for Women Bulletin of Information 1954-1955

San Diego College for Women

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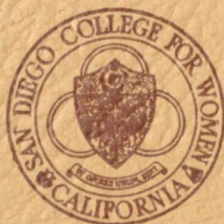
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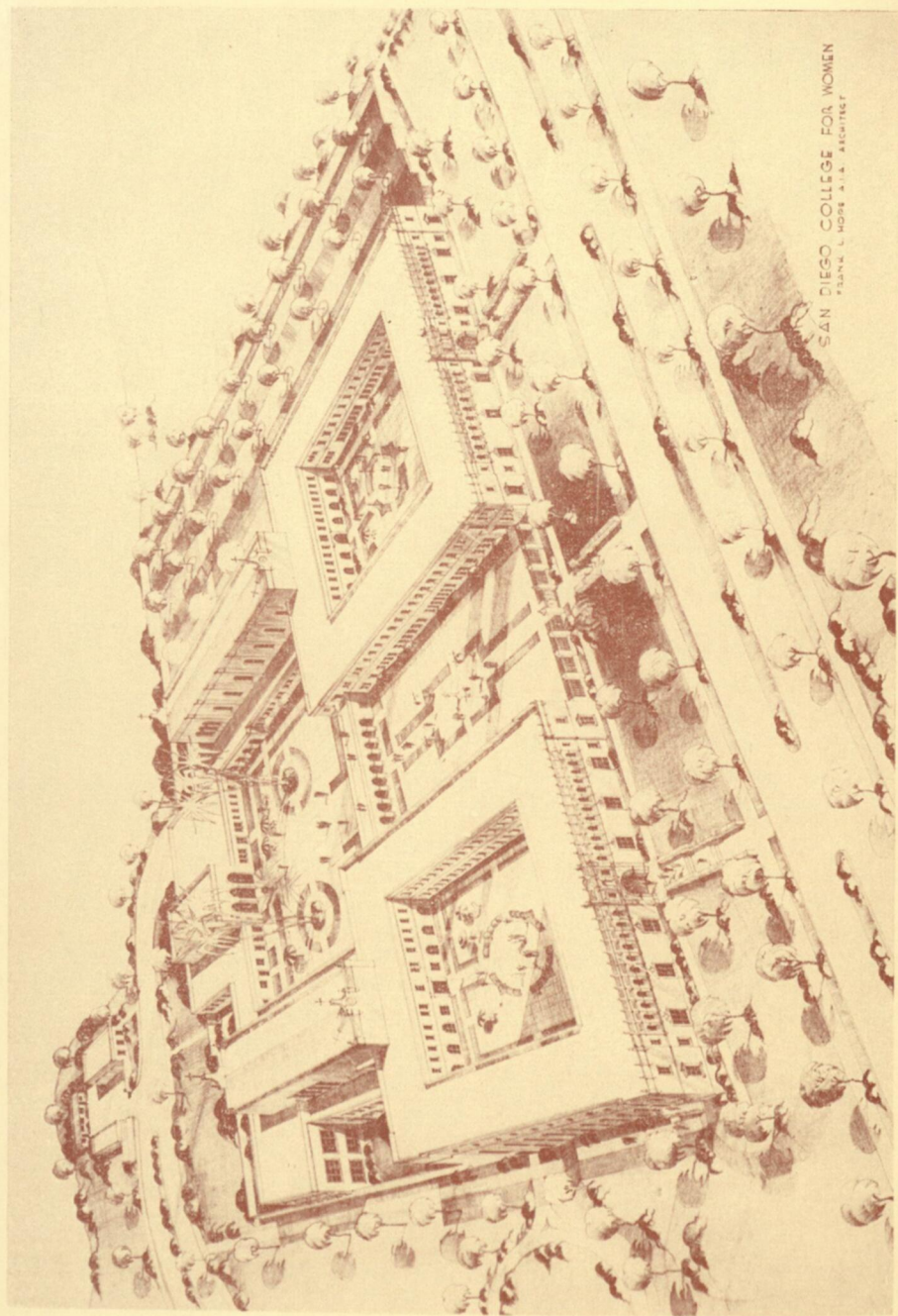
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# SAN DIEGO COLLEGE FOR WOMEN



Bulletin of Information  
1954-1955

Alcalá Park  
San Diego 10, California



SAN DIEGO COLLEGE FOR WOMEN  
PLANNED BY L. HOBBS A.I.A. ARCHITECT



# **SAN DIEGO COLLEGE FOR WOMEN**

**ALCALÁ PARK**

**SAN DIEGO 10, CALIFORNIA**

The San Diego College for Women is conducted by the Religious of the Sacred Heart.

It is incorporated under the laws of the State of California and is invested with the power to confer degrees.

## **CORRESPONDENCE**

For general information regarding the college and for matters of a personal nature address, The President.

For particular information regarding the studies and success of the students address, The Dean.

For catalogues and transcripts address, The Registrar.

For business matters and expenses address, The Treasurer.

## **TELEPHONES**

**Administration Offices**     - - - - - **CYpress 6-6113**

**Resident Students**         - - - - - **CYpress 6-9409**

**CYpress 6-9365**



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## OFFICERS OF ADMINISTRATION

Reverend Mother Rosalie Hill, H.L.D.	- - -	Honorary President
Mother Catherine Parks, Ph.D.	- - - - -	President
Mother Genevieve Clarke, M.A.	- - - - -	Vice-President
Mother Aimée Rossi, Ph.D.	- - - - -	Dean
Mother Suzanne de Leon, M.A.	- - - - -	Treasurer
Mother Mariella Bremner, Ph.D.	- - - - -	Registrar

## FACULTY

Mother Mariella Bremner

A.B. Manhattanville College of the Sacred Heart, New York;  
M.A. Loyola University, Chicago; Ph.D. Loyola University,  
Chicago, Illinois.

Professor of French and English

Mother Susan Campbell

A.B. Duchesne College, Omaha, Nebraska; M.A. Stanford  
University; Ph.D., Stanford University.

Instructor in English

Mother Genevieve Clarke

A.B. Loyola University, Chicago; M.A. Loyola University,  
Chicago, Illinois; Certificate in Librarianship, Loyola U.  
Librarian

Mother Frances Danz, R.N.

Diploma, Providence School of Nursing, Seattle, Washing-  
ton; B.S. in Nursing Education, San Francisco College for  
Women; Ph.D. Stanford University.

Associate Professor of Biological Science

Joseph K. Doliva

B.S. University of Pennsylvania; M.A. Architectural Engineer-  
ing, Ecole Polytechnique, University of Warsaw, Poland.

Instructor in Art and Architecture

Mother Bernice Farrens

A.B. Linfield College, Oregon; M.A. Stanford University;  
Ph.D. Stanford University.

Assistant Professor of Biological Science

Mother Sally Furay

A.B. Duchesne College, Omaha, Nebraska; M.A. San Francisco  
College for Women; Further graduate work, Stanford Univer-  
sity.

Instructor in English

Mother Margaret Guest

A.B. Seattle University, Seattle, Washington; M.A. Univer-  
sity of California at Berkeley; Ph.D. University of Cali-  
fornia.

Instructor in Education



Mother Helen Hammack, R.N.

Diploma, St. Mary's Hospital School of Nursing, San Francisco; A.B. San Francisco College for Women; Graduate work Stanford University; M.A. San Francisco College for Women.

Instructor in Chemistry and Mathematics

Mother Lucille Kraemer

A.B. San Francisco College for Women; M.A. Stanford University.

Instructor in Music

Mother Madeleine Lambin

Brevet élémentaire, Sacré Coeur, Lille, France; A.B. Loyola University, Chicago, Illinois.

Instructor in French

Mother Irene Lawrence

A.B. San Francisco College for Women; M.A. Stanford University; Ph.D. Stanford University.

Instructor in Social Sciences

Mother Agnes Murphy

A.B. Barat College, Lake Forest, Illinois; M.A. Loyola University, Chicago; Ph.D. Catholic University of America, Assistant Professor of Philosophy

David Nyvall, Jr.

Studies at University of Washington, University of Minnesota; B.M. American Conservatory of Music, Chicago, Illinois; M.M. American Conservatory of Music, Chicago.

Choral Director and Instructor in Piano

Mother Catherine Parks

A.B. San Francisco College for Women; M.A. Loyola University, Chicago; Ph.D. University of California at Berkeley. Professor of Education

Mother Margaret Redman

A.B. San Francisco College for Women; M.A. Stanford University; Ph.D. Stanford University.

Associate Professor of History and Political Science

Mother Aimée Rossi

A.B. Loyola University, Chicago, Illinois; M.A. Loyola University, Chicago; Ph.D. Stanford University.

Professor of Education

Mother Alicia Sarre

A.B. Barat College, Lake Forest, Illinois; M.A. Marquette University, Milwaukee, Wisconsin; Ph.D. Stanford University.

Professor of Romance Languages

Mother Susanne Wilson

A.B. San Francisco College for Women; M.A. Stanford University; Ph.D. Stanford University.

Instructor in Romance Languages

## GENERAL INFORMATION

### HISTORY

The San Diego College for Women, conducted by the Religious of the Sacred Heart, is a unit of the SAN DIEGO UNIVERSITY inaugurated by His Excellency, Most Reverend Charles F. Buddy, D.D., Bishop of San Diego, at whose invitation the Religious of the Sacred Heart have come to San Diego.

This college for women, financed, equipped, and staffed by the Society of the Sacred Heart, was erected and completed in 1952. Classes began February 1952. The campus of the SAN DIEGO UNIVERSITY at Alcalá Park, when completed, will afford Catholic cultural education where students — young men and young women — will have separate scholastic instruction, but will meet in extra-curricular and social activities and functions.

The Society of the Sacred Heart was founded by Saint Madeleine Sophie Barat in France in 1800. It was brought to America by Blessed Philippine Duchesne in 1818. Today its houses are established in Europe, Asia, Africa, Australia, and the two Americas.

### AIMS

The San Diego College for Women aims to prepare young women to fulfill their God-given destiny

by perfecting their own powers and possibilities while cooperating with others in perfecting theirs.

Thus in self-development and generous cooperation, each will contribute to the good of all in the spirit of their Christ-given motto, "UT OMNES UNUM SINT."

The college seeks to DEVELOP SELF-KNOWLEDGE AND POWER through an informed mind and a disciplined heart that act according to the principles of right reason and the dictates of good taste, under the guiding light of faith and the strengthening impulse of grace.

It helps each student to acquire power of leadership — at least over her own life.

The college tries to awaken in each one the DESIRE TO MAKE THE WORLD A BETTER PLACE to live in.

Contacts with truth, beauty, and goodness foster a sense of their attractiveness and desirability, with corresponding results in mind, heart, and will.

Interchange of ideas between students in different fields and with varied experiences gives breadth of view and makes for understanding, tolerance, and appreciation of others.



The college proceeds on the basis that a study of right ethical principles should develop both the theoretical and the practical judgment; humanistic studies should give an interest in people, and a certain facility and poise in communicating with them; a liberal education should awaken some specific interest, worthy and capable of continued pursuit.

The college endeavors to establish each student in CHRISTIAN LIVING, PERMEATED WITH CHRISTIAN THINKING, by unfolding the realities of the supernatural world in which all Christians should live.

What each person has, she has received from God. Consequently, it is a loan, and must be cultivated and shared before it is returned to its Source.

The best development of the personality must take into account the character, the temperament, the interest, the ability, the background, the vocation of the individual. Gradually, the student is expected to assume more and more responsibility in the choice of her study program and in collegiate activities.

Thus, it is hoped that each will ACHIEVE AN EVER GREATER UNITY within herself, which will liberate her energies, and enable her to actualize her potentialities in an ever fuller intellectual, moral, and spiritual life—a life rich in service to herself, to her community, to her country, to her God.

## **THE CAMPUS**

Some of the features on the campus of the College for Women are a large and beautiful chapel, a library where the stacks alone can accommodate 250,000 volumes, an auditorium, spacious dining hall, science halls, attractive lecture rooms, parlors, bedrooms, and indoor recreation-center, located near the gymnasium and fountain-room. The buildings are in Spanish Renaissance style of architecture.

Outside there is a magnificent panorama of land, sea, and sky; a large parking space is available, and there are tennis, volleyball and basketball courts, an archery field, a bowling green, and seven large patios. The climate is ideal all the year round.

## **ACCESSIBILITY**

The San Diego College for Women may be reached by many bus lines. Route V, which passes Alcalá Park, runs from Linda Vista, downtown, through National City to Chula Vista. Easy transfers can be made from Coronado, La Jolla, Point Loma, Loma Portal, Ocean Beach, Monterey Heights, Spring Valley, Lemon Grove, Rolando, La Mesa, Grossmont, El Cajon, Kensington Heights, Mission Hills. For those living at a distance there are always planes, trains, and cars.

## ENTRANCE REQUIREMENTS

Admission to the San Diego College for Women is based upon evidence of the applicant's fitness to profit by attendance at college. Generally, this is secured by a careful study of her high school record and the recommendation of the faculty of the high school previously attended, and a personal interview. Health Examination Records and Vaccination Certificates are required. A student may matriculate under either Plan A or Plan B.

**Plan A.** The student must have followed in high school such academic subjects as will have prepared her for the specific work she will undertake in college. Ordinarily, this will include 3 years of English, 1 year (preferably more) of history, 2 years of mathematics (algebra and plane geometry), 1 year of physical or biological science with laboratory, 2 years of a foreign language, and 7 units of elective subjects of which at least 3 are in academic subjects.

She should have a B- average or else no mark lower than a C.

**Plan B** Any high school graduate (or its equivalent) who makes a score considerably above average in a psychological test, either that administered by the San Diego College for Women or by the College Entrance Examination Board, will be admitted to college on a provisional basis, notwithstanding the deficiencies in her high school record. She may, however, be required to take, in college, certain supplementary courses which do not carry college credits.

**Plan C** A special program is offered for high school graduates, or other mature persons who are not fully qualified to enter the college. It consists of a series of supplementary courses which carry no college credit towards graduation but which are planned to give the student the tools needed to follow the college curriculum. Among these courses are English fundamentals, developmental reading to train in proper study habits, high school mathematics, and beginning language. These courses are offered in the summer and in the fall semesters. Students who pass these courses satisfactorily may be regularly matriculated after one or two semesters, according to their need of preparatory studies.

## ENTRANCE EXAMINATIONS

These examinations serve a double purpose:

- 1) To determine the proper placing and proper course of study for students already accepted on the basis of an evaluation of high school record, recommendation, and personal interview, and
- 2) To determine the admission of other students.



## SUMMARY OF COURSE REQUIREMENTS

I. Bachelor of Arts or Sciences		Units
<b>General Education</b>	- - - - -	66

	Units	
Religion (for Catholic Students)	8	
Philosophy	18	
English	12	
History	10 to 12	
Science	6 to 9	
Language	8 to 12	
Communication Arts (Speech, Art or Music)	4	
Physical Education—Four Semesters		
Fields of Interest - - - - -		30
Major Field (Upper Division)	24	
Minor Field	6 to 15	
Further Electives		32
	Total	128

II. Bachelor of Science in Nursing		Units
<b>General Education</b>	- - - - -	48
	Units	
Religion (for Catholic Students)	4	
Philosophy & General Psychology	15	
History & Sociology	12	
English	9	
Science	8	
Major Field		
Credit for nursing program		32 to 64*
Post graduate courses in nursing		6 to 9*
1st Minor Philosophy (as above)		
2nd Minor Sociology		
or		
Psychology		12
or		
Science		
Electives		30*
	Total	128

\* This depends on individual evaluation of basic program, grades, experience, and score on tests.

## GRADUATION REQUIREMENTS

1. Satisfactory fulfillment of the general education program.

### General Education

The San Diego College for Women believes that all students should have a strong foundation in general education before beginning to specialize in any field. Consequently, all specialization is deferred until at least the junior year. The courses which are deemed basic to general culture and necessary as a basis for subsequent work, are required of all students:

- |                     |   |
|---------------------|---|
| Religion—           | Two hours weekly throughout four years  |
| Philosophy—         | Logic, Rational Psychology in lower division, Ethics and Metaphysics in upper division                                  |
| English—            | English Composition and Literary Forms for freshmen; Survey of English Literature for sophomores                        |
| History—            | Survey of the History of Western Civilization. A course (or its equivalent) in American History and American Government |
| Languages—          | A reading knowledge of one modern language. At least one year of Latin (or two in high school)                          |
| Science—            | From six to twelve units, depending upon the amount and the quality of the work done in high school.                    |
| Communication Arts— | A course in speech, drama, music or art.  |
| Physical Education— | Four semesters  |
2. 128 semester units of credit with a general average of C or better, and a grade of C in all upper division courses in fulfillment of the major.
  3.
    - a) A major field which will include 24 units of upper division work.
    - b) A minor field which will include at least 15 units of work, of which 6 or more units must be in upper division courses.
    - c) A minor in philosophy.
  4. Candidates for a degree must fulfill the residence requirement of one collegiate year in the two consecutive semesters of the senior class. This resident requirement consists of thirty semester units, twenty-four of which must be in upper division work.



## PROGRAM FOR TEACHER EDUCATION

Students who wish to be recommended for the elementary or kindergarten teaching credentials:

1. fulfill all the above requirements for the A.B. degree
2. earn at least 10 additional professional units, including 8 units of cadet teaching. These units of professional credit are not part of the degree program.
3. must fulfill state requirements for the credential program.

### Special Requirements for General Elementary Credential

#### Professional Courses:

Elementary School	2 units	must precede
General Methods	2 units	Cadet Teaching
Observation & Study	1 unit	
Child Growth & Development	2 units	

#### Special Methods: 4 units

Arithmetic		
Reading		
Social Studies		
Cadet Teaching	8 units	(Must include work
Electives	5 units	in kindergarten for
	<hr/>	that credential)
	24	

#### Special fields:

Art: Principles and Projects	4 to 6 units
Music:	
Teacher's Course	4 to 6 units
Physical Education:	
Theory and Technique	3 plus 2 years activities

## **SCHOLARSHIPS**

A limited number of partial scholarships are available to qualified students. These scholarships are awarded on the basis of scholastic record, recommendations of high school principal and one teacher, and financial need.

Applicants should forward a transcript of credits completed to date, the two letters of recommendation, and a personal letter of application stating the need, to the Office of Admissions of the San Diego College for Women before April 20. Scholarships will be awarded early in May and the recipients and schools notified by May 20. Candidates who accept scholarships elsewhere are asked to notify the San Diego College for Women as soon as this occurs. Reciprocal courtesy should be shown to other colleges, so that the best use may be made of available scholarships in the interest of Catholic higher education.

## **WORK OPPORTUNITIES**

A number of opportunities for employment are available to students who need help to finance their college education. These opportunities provide valuable experience in library work, secretarial and office work, laboratory technique, cafeteria management, and the like.

The qualifications requisite to obtain these service opportunities are health, personal character, and financial need. In some cases a certain ability to type is necessary; it is always useful.



## SEMESTER EXPENSES

APPLICATION FEE, payable when application is made for admission. This fee is not refunded. It must be paid by all students.	\$ 10.00
DAY STUDENTS, tuition and luncheon, payable at registration for each semester.	300.00
RESIDENT STUDENTS, payable semesterly at registration	
Tuition and board - - - - -	700.00
Room: Single Room - - - - -	200.00
Double Room - - - - -	100.00
Room for Three - - - - -	75.00
Room for Four - - - - -	50.00
Room and board during vacation (per week) - -	35.00
Room deposit fee, payable when application is made and credited to account at the time of registration - - - - -	100.00
PART-TIME STUDENTS, (limited to 10 units)	
Tuition per unit - - - - -	16.00
Library & Syllabus Fee - - - - -	5.00
SPECIAL FEES:	
Laboratory Fees: Bacteriology - - - - -	20.00
Biology, Chemistry, Physiology - - - - -	15.00
Physics - - - - -	10.00
Typing, Clothing, Foods, Nutrition - - - - -	20.00
Library and Syllabus Fee - - - - -	10.00
Music: Applied Music Lessons, per semester -	60.00
Music Practice Fee per semester - -	15.00
Late Registration - - - - -	3.00
Special Examinations - - - - -	5.00
STUDENT BODY FEE, (for all students) - - - -	10.00
GRADUATION FEE - - - - -	25.00

Charges for tuition and board must be paid on or before registration day. Tuition and fees, except registration fee, will be refunded in full if the student withdraws officially within one week after the first class period. After this, the refund will be as follows: 60 % within a month, 30 % within six weeks; after six weeks no refund.

A deposit of \$100.00 must be paid by a resident student for the reservation of a room. This sum is credited on the student's account when she registers. If she fails to register as a resident student, the amount is forfeited.

The Faculty Council reserves to itself the right to dismiss students whose scholastic standing or personal conduct fails to meet the required standards.

## **COURSES OF INSTRUCTION**

Courses numbered 1 to 99 are lower division and are offered yearly.

Courses numbered 100 to 199 are upper division and, in general, are offered in alternate years.

The San Diego College for Women offers major programs in English, History, Education, Psychology, Music, Sociology, Spanish, Biology, Chemistry, and Laboratory Technicianship. Other fields will be added as required.

The College reserves the right to cancel any course for which there is not a sufficient registration.

**COURSES OF INTEGRATION:** Theology, Philosophy

**HUMANITIES:** English, Drama, Speech, Journalism, Art, Music

**SOCIAL SCIENCES:** History, Sociology, Economics

**LANGUAGES:** French, German, Latin, Spanish

**NATURAL SCIENCES AND MATHEMATICS:** Biology, Chemistry, Physics, Mathematics

**COMMUNITY SERVICE:** Psychology, Education, Home Economics, Nursing

## **COURSES OF INTEGRATION**

### **THEOLOGY**

#### **2A-2B—Christ and His Church (1-1)**

An introduction to theology. The authenticity of the Scriptures; the revelation of God in the Old and in the New Testament regarding Himself, His Christ, and His Church.

#### **142A-142B—Dogma (1-1)**

A study of the basic theological truths. First Semester: The nature of faith, the unity of God, His attributes, the Blessed Trinity. Second Semester: Creation, original justice, the trial and the fall of man.

#### **143A-143B—The Life of Grace (1-1)**

First semester: The Incarnation and Redemption. Second Semester: Christ, the Head of the Mystical Body and the Source of all grace; Mary, the Mother of the Mystical Body and the Queen of all Saints; the communication of divine life through the sacraments.

#### **145A-145B—The Commandments (1-1)**

The moral law; the Commandments and precepts of the Church; life problems.



## PHILOSOPHY

### **32—Logic (3)**

An introduction to the basic principles of formal deductive reasoning, preparatory to further courses in philosophy, and embracing the three acts of the mind and their verbal expression.

### **103—History of Philosophy (3-3-3)**

An exposition of the major philosophical opinions, the chief systems and schools of thought, in the light of their political and cultural setting.

Part A deals with Graeco-Roman philosophy.

Part B considers the philosophy of the Christian era.

Part C discusses modern philosophy.

### **104A-104B—Ethics (3-3)**

A course in the fundamental principles underlying morality (General Ethics), the application of these principles to man's conduct as an individual (Special or Individual Ethics), and as a social being (Social Ethics).

### **106A-106B—Thomism (3-3)**

106A—An upper division course in the background of Scholasticism and Thomism and the Thomistic doctrine of the place of the human body in the life of the human soul.

106B—The Thomistic doctrine of the good, its metaphysical concept and function. This serves as a preliminary course to ethics or a subsequent analysis of one of ethics' main principles.

### **114—Rational Psychology (3)**

A complete synthesis of the philosophical principles of man.

### **141—Metaphysics (3)**

A required course in ontology, giving the concept, divisions, fundamental principles, and transcendental attributes of being.

### **142—Cosmology (3)**

A study of the organic world and the various theories concerning it.

### **143—Theodicy (2)**

This course sets forth all that unaided reason can know about God, His existence, nature, and operations.

### **154—The Ideology of Communism (3)**

An analysis of the social, political, economic, and philosophical aspects of communism. This may also count for sociology or economics.

## THE HUMANITIES

### ENGLISH

#### **1A-1B—Fundamentals of Composition and Literature. (3-3)**

Study of types and models of expository writing. Application of the techniques of the research paper. Reading and discussion of types of literature.

#### **33A-33B—English for Foreign Students (3-3)**

Speaking, reading, and writing of English; composition, conversation, and vocabulary.

#### **46A-46B—Survey of English Literature (3-3)**

The development of English literature as shown in the outstanding writers, basic characteristics, and major trends of each period.

#### **106—Advanced Composition (3)**

Study of principles and techniques of prose composition, analysis of style; practice in the various forms of prose writing.

#### **109—The Short Story (3)**

A study of the theory and practice of the art of fiction.

#### **114—Development of the Drama (3)**

The reading and analysis of representative plays from the genesis of the drama to the present day.

#### **117—Shakespeare (3)**

Development of Shakespeare as a dramatist with reference to the literary, intellectual, and social background of the Elizabethan theatre; detailed study of selected plays.

#### **130—American Literature (3)**

A survey of American literature stressing the nineteenth century.

#### **151—Chaucer (3)**

The reading and critical analysis of the principal works of Chaucer, with special emphasis on **The Canterbury Tales**.

#### **156—Age of Elizabeth (3)**

The prose and poetry of the sixteenth century, exclusive of Shakespearean drama.

#### **157—Seventeenth Century Studies (3)**

Prose and poetry of the seventeenth century related to the political, social, intellectual, and religious background. Detailed study of Milton's poetry.

#### **169—The Age of Reason (3)**

Seminar in eighteenth century literature, exclusive of the drama, with emphasis on Pope and Johnson.

#### **177—The Romantic Movement (3)**

Study of the rise of romanticism, and the major romantic poets in the light of the principles of the movement; some attention to the prominent essayists of the age.



## **DRAMA**

### **10—Art of Acting (2)**

Study and application of the basic principles and theories underlying the art of acting.

### **154—Play Participation (1 or 2)**

Practical experience in acting offered for credit to those playing leading roles in a major production.

## **SPEECH**

### **1—Basic Principles (2)**

Practice in composition and delivery; training for bodily action, timing, tone, and pitch; presentation of prepared and extemporaneous speeches.

### **2—Voice and Diction (2)**

Training of voice for reading and speaking; phonetic principles; correction of individual consonant and vowel sounds.

## **JOURNALISM**

### **20A-20B-20C—News Writing and Editing (1-1-1)**

Newspaper background and style, practice in writing the news and news story.

Editing the news; copyreading, proofreading, headlining; make-up; writing simple news story types. Writing the complete and special story types.

## **ART**

### **2A-2B—Drawing and Composition (2-2)**

An introduction to drawing and composition. Work from still life, landscape, and figure subjects.

### **6A-6B—Color and Design (2-2)**

Practice in the creative use of general design, with the development of two and three dimensional composition, including a study of the relation of color to design as a whole.

### **33A-33B—History of Art (2-2)**

A study of painting, architecture, and related arts with their historical development from ancient times to the present.

### **118—History of Architecture (2-2)**

First semester: From early times to early Christian era.  
Second semester: From Romanesque to the present time.  
Emphasis is placed on the influence of historical, geographical, and social factors.

### **122—Lettering and Layout (2)**

A course in the principles of lettering and practice in manuscript writing, poster work, and lay-out.

### **139—Art in the Elementary School (3)**

Implications of research in child growth and development for stages in creative expression; functions and organization of the elementary school program, instructional planning and practice, selection of media, and evaluation of outcomes.

### **180—Engineering Drawing (2)**

Emphasis is placed on architectural and construction detail phases.

## **MUSIC**

### **1-2-3—Harmony (2-2-2)**

1—Elementary Harmony: Triads and their inversions, simple modulations and transposition. Introduction to harmonic analysis. Keyboard work and ear training.

2—Intermediate Harmony: Chords of the seventh and their inversions. Harmonic analysis. Keyboard work and ear training.

3—Intermediate Harmony: Ninth Chords and Secondary Dominants. Harmonic analysis. Keyboard work and ear training.

### **5A-5B—Counterpoint (2-2)**

The study of melodic design and the art of combining melodies based on the practice of the sixteenth century polyphonic school. Species and free writing. Ear training.

### **30A-30B—Music Appreciation (2-2)**

The aim of this course is to familiarize the student with various forms and styles of musical composition, through an intelligent listening to masterpieces from the literature of music.

### **31—Music Fundamentals (1 or 2)**

Designed to meet the needs of students with little or no previous musical instruction. Vocal fundamentals and their applications; musical notation; intervals, scales, definitions of musical terms.

### **40—Applied Music (1-1)**

Piano or voice. Credit is given only in conjunction with, followed or preceded by, a theoretical or historical course in music.

### **62—Choral Music (1-1)**

Training in vocal technique and part singing.

### **100—The Fine Arts-Aesthetics (2)**

A story-picture-music presentation to help the layman develop an understanding of the means of communication in all the arts.



**120A-120B—History of Music in Western Civilization (3-3)**

A comprehensive view of the whole field of the music of the western civilization in its historical sequence and development.

Prerequisite: Music 1-2 or the equivalent.

**122—Introduction to Gregorian Chant (3)**

The history and development of the chant and its place in the liturgy of the Church. Study and practical application of notation, modes, rhythm, and phrasing.

**136—A Music Curriculum for Elementary Schools (2 or 3)**

A practicable approach to the ideal of how music should be presented to our boys and girls. Contributing factors such as the instructor, the child, teaching, learning, ideals, musicianship, emotional reactions of children to music, choice of music, will afford opportunities for uninhibited class discussion.

**144—Choral Technics (3)**

A non-technical course designed for choir directors schooled in music and for school-teachers unschooled in the ways of music. The materials and the procedures are so diversified that interest is created and sustained. Many of the technics may be effectively applied in the training of instrumental ensembles.

**170—History of the Opera (Survey) (3)**

The distinction in dramatic music between the baroque and classical style; the opera reform; the rise of nationalism in operatic production of the 19th century.

## THE SOCIAL SCIENCES

### HISTORY

#### **4A-4B—History of Western Europe (3-3)**

Growth of western European civilization from ancient times to modern times. Ancient civilizations are studied in the light of their contribution to western civilization. Religious, political, economic, and cultural institutions of the middle ages and modern times are presented integrally with regard to their effect upon European history.

#### **17—History of the United States (3)**

A survey of the political and social development of the United States.

#### **111—Ancient History (3)**

A survey of Greek and Roman history, stressing the political, institutional, and cultural developments of the ancient world.

#### **121A-121B—Mediaeval History (3-3)**

A. A study of the main events and forces of European history from the fall of the Roman Empire to the twelfth century.

B. A study of the economic, political, social, and religious forces working in Europe from the twelfth to the fifteenth century.

#### **145—The Revolutionary Era in Europe (1648-1815) (3)**

A study of Europe in the seventeenth and eighteenth centuries with emphasis on the factors and phases of the political, social, and economic changes.

#### **147—The Twentieth Century (3)**

The principal historical events are studied against the background of those cultural, political, economic, and social forces which are largely responsible for the atomic age.

#### **155—History of Russia (3)**

From early beginnings to the present. A course designed to give the geographic, religious, cultural, economic, and historical background necessary to some understanding of Russia's present position in the world community.

#### **163—History of Latin America (3)**

A survey of the political, social, and economic development of Latin America from the period of independence to the present, with emphasis on international relations.

#### **167—History of the Foreign Relations of the United States (3)**

A survey of the factors and forces entering into the formation and carrying out of American foreign leadership as a world power.



**178—Principles of American Democracy (2 or 3)**

This course is designed to develop an understanding of the basic principles of our American democracy, and to see where and how we may have deviated from them.

**188—History of California (3)**

The course will emphasize Spanish cultural contributions, the significance of California in American history, and its present political and economic condition.

**SOCIOLOGY**

**2—Social Principles and Problems (3-3)**

An introductory course to acquaint the student with elementary sociological phenomena and processes and the problems arising from contemporary social organization.

**121—Social Organization (3)**

An introduction to the major forms of social organization with emphasis on the family, and urban and rural communities from the point of view of origin, development, and interaction.

**123—History of Sociological Theories (3-3)**

An introduction to the history of social thought and sociological theories from the time of Plato and Confucius to Sorokin and contemporary sociologists.

**125—Catholic Social Principles (3)**

An intensive study of Catholic social teaching as found in the gospels and the encyclicals with an application of Catholic principles to socio-economic problems of the United States in the present day.

**145—Social Psychology (3)**

Individual and social relationships; factors influencing group behavior.

**Recommended courses in allied fields:**

Genetics (Biology 130), Dynamic Psychology (Psychology 132), Mental Hygiene (Psychology 133), Abnormal Psychology (Psychology 168), Labor Economics (Economics 150).

## **ECONOMICS**

### **1A-1B—Economics (3-3)**

Introduction to fundamental economic terms and ideas. An overview of the economy is given through a brief investigation of price and output determination, national income, money, labor, banking, and international trade.

### **6A-6B—Accounting (3-3)**

Introductory course in which business transactions are analyzed in their effect upon assets, liabilities, and net worth of partnerships and corporations. Department, branch, and cost accounting are studied.

### **150—Labor Economics (3)**

A study of the more important problems common to all labor, organized and unorganized, with special reference to structural and functional unionism, and to legislation regulating the relations between employers and union organizations.

## **POLITICAL SCIENCE**

### **101—American Government (3)**

A survey of the powers, structure, and operation of the government of the United States at national, state, and local levels.



## FOREIGN LANGUAGES

### FRENCH

#### **1-2—Elementary (4-4)**

An introductory course in which the essentials of French grammar are presented. Pronunciation and reading comprehension are stressed.

#### **3-4—Intermediate (4-3)**

A course in which the knowledge of the rules of French grammar is confirmed and extended by application in specific cases. Reading and comprehension are further stressed.

#### **25—Conversation and Composition (3)**

Oral and written practice in current French idiom.

#### **101—Advanced Conversation and Composition (3)**

Continuation of French 25 on a more advanced level.

#### **153A-153B—Survey of French Literature (3-3)**

Cursory study of the literary history and principal masterpieces of French literature from the middle ages to the present.

### LATIN

#### **1, 2—Fundamentals (3-3)**

An introductory course in Latin in which the essentials of grammatical construction and word formation are stressed. Special attention is given to the influence of Latin on English grammar and vocabulary.

### GERMAN

#### **1, 2—Elementary (4-4)**

Introductory course in which the essentials of German grammar are presented. Pronunciation and reading comprehension are stressed.

#### **3, 4—Intermediate German (4-3)**

Grammar and reading. Intensive oral, aural, and written drills to develop accuracy and fluency in the use of the language.

## SPANISH

### **1, 2—Elementary (4-4)**

Introduction to Spanish. Reading, writing, grammar, elementary conversation.

### **3, 4—Intermediate (4-3)**

Intensive drill in reading and writing; review of grammar; intermediate conversation.

### **25—Advanced Spanish (3)**

Extensive composition; advanced reading; advanced vocabulary building; advanced conversation.

### **101A-101B—Advanced Composition and Conversation (3-3)**

Reading, advanced idiom building, original composition, fluent conversation.

### **107A-107B—Survey of Spanish Literature (3-3)**

Cursory study of the literary history and outstanding masterpieces of Spanish literature from the middle ages to the present.

### **109A-109B—Spanish Drama (3-3)**

A: Drama of the Golden Age; intensive study of the outstanding plays.

B: Modern Drama. Intensive study of the Spanish drama of the XVIII, XIX, XX centuries.

### **111A—Spanish Novel (3)**

Intensive study of the representative Spanish novels.

### **111B—Modern and Contemporary Spanish Prose (3)**

Detailed study of the great masters of Spanish prose of the XIX and XX centuries.

### **145A-145B—Survey of Spanish American Literature (3-3)**

A cursory study of the history and outstanding works of Spanish American literature with emphasis on the Modernista Movement and the contemporary novel.



## NATURAL SCIENCES

### BIOLOGY

#### **1A-1B—Animal Biology or Zoology (3-3)**

Lecture and laboratory course in the general principles of animal biology.

#### **3—Introductory Bacteriology (4)**

Lecture and laboratory course in the fundamental principles of microbiology.

#### **4—General Botany (3)**

Lecture and laboratory course in the structure and metabolic processes of the living plant cell together with the taxonomy and life histories of algae, mosses, ferns, and seed plants.

#### **24—General Human Physiology (3)**

Lecture course giving a practical knowledge of the structure and functions of the human body.

#### **25—General Human Anatomy (3)**

Lecture and laboratory course for pre-nursing students, physiotherapists and other non-medical students seeking a knowledge of human anatomy.

#### **103—Advanced Bacteriology (4)**

Lecture and laboratory course in the more advanced principles of microbiology and an introduction to immunology. Prerequisites: Organic Chemistry and Introductory Bacteriology.

#### **106A-106B—Comparative Vertebrate Anatomy (3-3)**

Lecture and laboratory course in the comparative study of the anatomy of the protochordate and chordate animals. Prerequisite: Zoology.

#### **110—Vertebrate Embryology (3)**

Lecture and laboratory course in the principles of vertebrate development. Preserved whole specimens and serial cross-sections of embryonic animals are studied. Prerequisite: Zoology.

#### **111—Histology (3)**

Lecture and laboratory course in the study of animal tissues.

Prerequisite: Biology 1A-1B

#### **130—Genetics (3)**

Lecture course in the basic principles of heredity with emphasis on human aspects.

Prerequisite: Biology 1A-1B

### CHEMISTRY

#### **1A-1B—General Inorganic Chemistry (4-4)**

Lecture and laboratory course in the basic principles of chemistry.

### **8—Organic Chemistry (4)**

Lecture and laboratory. An introductory course in the study of the carbon compounds including carbohydrates, fats, and proteins.

Prerequisite: Chemistry 1A-1B

### **102—Organic Chemistry (4)**

Lecture and laboratory. The study of the aromatic compounds and more advanced organic reactions of aliphatic compounds than are studied in Chemistry 8.

Prerequisite: Chemistry 8

### **103—Qualitative Analysis (2)**

Lecture and laboratory course in the general principles and techniques of qualitative inorganic analysis.

Prerequisite: Chemistry 1A-1B

### **105—Quantitative Analysis (2)**

Lecture and laboratory course in the principles and techniques of volumetric analysis.

Prerequisite: Chemistry 1A

## **PHYSICS**

### **2A-2B—General Physics (4-4)**

Lecture and laboratory course covering the general properties of matter, mechanics, heat, sound, light, electricity and magnetism, atomic and nuclear physics.

### **10—Descriptive Physics (3)**

An introductory survey of the more important phenomena in physics, designed primarily for the liberal arts students.

## **MATHEMATICS**

### **C—Trigonometry (3)**

Trigonometric functions, logarithms, solutions of triangles, use of the slide rule.

### **D—Intermediate Algebra (3)**

A one-semester review of the standard topics of first year algebra plus additional material essential for a mastery of the fundamental techniques of algebra, necessary for further study in the sciences or higher mathematics.

### **1—College Algebra (3)**

A systematic review of the elementary course, followed by work on equations, permutations and combinations, ratio and proportion, progressions, binomial theorem, and determinants.

### **3—Plane Analytic Geometry (3)**

A study of the conics and higher plane curves by means of their equations; rotation of axes; general equation of the second degree.



## **COMMUNITY SERVICE PSYCHOLOGY**

### **1—General (3)**

This course attempts to give an understanding of the ultimate nature of man and of man as a whole; hence it combines the scientific with the philosophical approach. The processes involved in sensory cognition and sensory appetite, the emotions, the intellect and will together with the freedom of the will, the existence of the soul, the spirituality and the immortality of the soul are considered.

### **132—Dynamic Psychology (3)**

This course attempts to give the student an understanding of the forces within human beings that tend to drive them in one direction or another, a knowledge of how to adjust to these forces when necessary and how and when to control them. Prerequisite: General Psychology.

### **133—Personal Mental Hygiene (2 or 3)**

The general aim of this course is to give the student proper attitudes of mind, ideals, and sound working principles which will be of value to her and enable her to see the wisdom of building a character strong enough to weather life's storms and temperate enough to avoid its common pitfalls, and a general knowledge of where life's difficulties and common pitfalls are encountered. Prerequisites: General Psychology and Dynamic Psychology.

### **168—Abnormal Psychology (3)**

The general aim of this course is to give the student an understanding of the normal personality and the factors involved and the forces at work which tend to drive the human mind toward abnormality. Prerequisite: General and Dynamic Psychology.

For Educational Psychology, Growth and Development of the Child, and Tests and Measurements, see Education 110, 111, 119.

For Genetics, see Biology 130.

For Social Psychology, see Sociology 145.

For Rational Psychology, see Philosophy 114.

## **EDUCATION**

### **108—Philosophy of Education (3)**

A course offering an analysis and evaluation of current philosophies of education, and presenting the application of principles derived from the various philosophical sciences to the main problems of education as a whole.

**110—Educational Psychology (3)**

Principles of psychology applied to the aims, subject-matter, methods, organization and administration of education. Investigation and evaluation of research studies in motivation, learning, testing intelligence, adjustment, transfer of training, and others.

**111—Child Growth and Development (2)**

A study of the psycho-physical development of children and youth with emphasis on fundamental principles of dealing with children of different levels of maturity.

**119—Tests and Measurements (3)**

A survey and critical evaluation of standard achievement and psychological tests; construction and validation; administration and scoring; interpretation of result; organization of the testing program.

**130—The Elementary School (4)**

Individual and social objectives of the elementary school; the content and organization of the elementary school curriculum; general survey of methods in basic subjects.

**131—Arithmetic Methods (2)**

How to gauge number readiness; how to develop the number concept in children; how to organize the arithmetic curriculum; how to prepare lesson plans for the arithmetic program.

**134—Reading Methods (2)**

Objectives and standards; reading readiness; types of instruction; diagnostic techniques and remedial methods.

**135—Language Arts in the Elementary School (2)**

To develop an appreciation of language as an art and as a necessary skill; to study the theory and techniques of teaching the language arts.

**147—Audio-Visual Aids (2)**

A study of main types of audio-visual aids used at elementary and secondary levels; actual construction of several kinds, and learning to use many of these aids; selection and evaluation of audio-visual aids suitable for individual teacher's field of interest.

**157—School Health (1)**

Workshop and conference on school health.

**180—Educational Sociology (3)**

A general course treating of the interaction of the individual and other individuals and social groups,—the family, the play group, the school group; of the implications of these interactions for the school milieu; and of behavior patterns affected by movies, radio, television, and the press.

**305—Supervised Teaching in the Elementary Schools. (8)**



## HOME ECONOMICS

### 12—Food and Nutrition (3)

Lecture and laboratory. Essential nutrients and their functions in nutrition; application of the principles of nutrition in normal conditions of growth and physical development.

Opportunity is provided for each student to learn the elements of sewing.

## NURSING

### 100—Foundations in Nursing (2)

A consideration of the problems confronting the nursing profession in modern society; the preparation of the nurse for her work and the practical application of proposed solutions to current problems are discussed.

### 152—Interpersonal Relations in Nursing (2-2)

An analysis of human behavior, stressing basic psychological concepts necessary for the professional nurse in meeting adequately the situations involving interpersonal relationships.

Note: These two courses are for graduate nurses.

Students who want a pre-nursing course must include English 1 A-B, History 4 A-B, Biology 3, 24, 25, and Chemistry 1 A in their first year study program.

# COLLEGE CALENDAR

## 1954

June 26	Registration for six-weeks summer session
June 28	Summer classes begin
August 6	Final examinations for summer session
August 9-27	Three-weeks session
August 30-Sept. 3	Marian Conference
September 11	Registration, 1:30 p.m.
September 13	General Assembly 9 a.m. Classes begin
September 17	Mass of the Holy Ghost, 8:30 a.m.
October 20	Alumnae Day
November 1	All Saints-holyday, no classes
November 4-13	Midterm examinations
November 24-28	Thanksgiving holidays
December 8	Feast of the Immaculate Conception
December 17	Beginning of Christmas holidays

## 1955

January 3	End of Christmas holidays
January 4	Classes begin
January 14-22	Final examinations
January 24-27	Annual Retreat
January 27	Registration, 10 a.m.
January 31	Classes begin
February 22	Washington's birthday-holiday
March 17-26	Midterm examinations
April 6-12	Easter holidays
May 25	Feast of St. Madeleine Sophie
May 19	Ascension Thursday-Holyday
May 21-31	Final examinations
June 1	Commencement



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